



NASHVILLE SYMPHONY

YOUNG PEOPLE'S CONCERTS

THE POWER OF PERCUSSION

GRADES K-2



Nashville
Symphony



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CONCERT PROGRAM



Concert Program

Dmitry Borisovich Kabalevsky | Overture from *Colas Breugnon*

Edward Elgar | "Enigma Variation" from *Variations on an Original Theme*

Pyotr Ilyich Tchaikovsky | "Finale: Allegro con fuoco" from *Symphony No. 4 in F Minor*

Pyotr Ilyich Tchaikovsky | "Act II Tableau 3: Divertissement: Russian Dance" from *The Nutcracker*

Dmitri Dmitriyevich Shostakovich | "Polka: Allegretto" from *The Golden Age Suite*

Carlos Chávez | *Symphony No. 2 Sinfonia India*

Benjamin Britten | "Variation M [Percussion]" from *The Young Person's Guide to the Orchestra*

Benjamin Britten | "Fugue: Allegro Molto" from *The Young Person's Guide to the Orchestra*

Steve Reich | *Clapping Music*

Wolfgang Amadeus Mozart | Excerpts from "Act II: Voi che sapete" from *Le nozze di Figaro*
(*The Marriage of Figaro*)

STANDARD EQUIVALENCIES

Lesson #1

Music Standards

6.2.1

Identify a sound as a voice or an instrument. (GRADE K)

6.2.1

Recognize individual instruments and identify how sound is produced. (GRADES 1 & 2)

Common Core

RI.K-2.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Lesson #2

Music Standards

6.3.1

Demonstrate fast, slow, loud, and soft. (GRADE K)

6.3.1

Identify a selection as fast or slow. Identify a selection as loud or soft. (GRADE 1)

6.3.1

Describe how fast/slow and/or loud/soft affect the mood of music. (GRADE 2)

Common Core

RL.K-2.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Lesson #3

Music Standards

4.1.3

Create and demonstrate a composition using a variety of sounds. (KINDERGARTEN)

5.1.1

Interpret and perform iconic notation for beat and no beat. (GRADE 1)

Common Core

CCSS.MATH.CONTENT.K.CC.C.6

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

MUSIC RESOURCES



The Nashville Symphony is pleased to partner with NAXOS. NAXOS has provided exclusive access to their online NAXOS Music Library for teachers using the Young People's Concert Curriculum Guides. Instructions on how to play the music included in all of the lesson plans will be emailed to you when you register for the concert.



Listening Excerpts on <http://www.naxosmusiclibrary.com> under playlists.

Lesson 1 • Activity 1

- Edward Elgar: "Enigma Variation" from *Variations on an Original Theme*

Lesson 2 • Activity 1

- Pyotr Ilyich Tchaikovsky: "Act II Tableau 3: Divertissement: Russian Dance" from *The Nutcracker*
- Dmitri Dmitriyevich Shostakovich: "Polka: Allegretto" from *The Golden Age Suite*

- Benjamin Britten: "Variation M [Percussion]" from *The Young Person's Guide to the Orchestra*
- Benjamin Britten: "Fugue: Allegro Molto" from *The*

Lesson 3 • Activity 2

- Pyotr Ilyich Tchaikovsky: "Finale: Allegro con fuoco" from *Symphony No. 4 in F Minor*
- Steve Reich: *Clapping Music*

LESSON #1 : WHAT IS SOUND?

Music Resources

Listening Excerpts on <http://www.naxosmusiclibrary.com> under playlists.

Overview of Lesson #1



Standards

Music Standards:

- 6.2.1 Identify a sound as a voice or an instrument. (GRADE K)
- 6.2.2 Recognize individual instruments and identify how sound is produced. (GRADES 1 & 2)

Common Core:

- RI.K-2.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.



Objectives

- Students will identify sounds as voices or instruments.
- Students will gain an understanding of how vibration relates to sound and pitch.
- Students will become familiar with the timpani, both visually and aurally.



Time needed

30-45 minutes



Materials

- Elgar: *Variations on an Original Theme, Op. 36, "Enigma"* - Variation 7: Troyte (Troyte Griffith) on Naxos
- Instruments, or DSO Kids website with audio samples of timpani, xylophone, and cymbals:
<http://dsokids.com/listen/by-instrument/timpani/.aspx>
<http://dsokids.com/listen/by-instrument/xylophone/.aspx>
<http://dsokids.com/listen/by-instrument/cymbals/.aspx>
- Images of timpani, xylophone, cymbals, and a singer
- Science of Sound handout (page 13)
- Drum or handmade drum (coffee tin and balloon), rice
- Thin wooden rulers, tables
- Timpani Instrument Card (page 15)

LESSON #1 : WHAT IS SOUND?

Procedures:

1. Play the instrument samples of the timpani, xylophone, and cymbals on the DSO Kids website, and show the students pictures of the instruments.
2. Show the students the picture of the singer. Have the students touch their throats while speaking or singing and experience the vibration. Ask the students: What does it feel like? Does it feel different when you speak or sing with a high voice or a low voice? Do voices sound different than the instruments?
3. Ask the students how they think sound is made. Ask for volunteers to share their ideas.
4. Pass out copies of and read aloud the Science of Sound handout (available in the resources section). Conduct the sound experiment using the rulers and tables with the students. Have them write down observational notes. (What did the ruler sound like when you shorten the part of the ruler over the edge of the table?)
5. Using a classroom drum or a handmade drum (coffee tin with a balloon stretched over the top), ask the students if they see the vibrations when the drum is struck. When they answer “no,” ask them if they can hear it. Explain that some vibrations are not visible to the eye. To visualize the vibrations, pour rice grains over the top of the drum and tap it again with a drum stick or pencil. Have the students write down more observational notes. (Did they see the grains of rice jump? How high? Did they jump more or less when the drum was hit with a hard or soft stroke?)
6. Show the students the Timpani Instrument Card, then listen to *Variations on an Original Theme, Op. 36, “Enigma” - Variation 7: Troyte* by Elgar on Naxos and have the students listen for timpani. Encourage them to imagine rice grains on the drum head. How loud or quiet were the timpani? What would the rice look like as this piece is played?

Assessment

- Have the students look over their observational notes on the ruler experiment and the handout on the science of sound. Ask them: How is the timpani similar to your eardrums?

LESSON #2 : THE PERCUSSION FAMILY

Music Resources

Listening Excerpts on <http://www.naxosmusiclibrary.com> under playlists.

Overview of Lesson #2



Standards

Music Standards:

- 6.3.1 Identify a selection as fast or slow. Identify a selection as loud or soft. (GRADE 1)
- 6.3.1 Describe how fast/slow and/or loud/soft affect the mood of music. (GRADE 2)

Common Core:

- RI.K-2.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).



Objectives

- Students will identify a selection as loud or soft, and high or low.
- Students will be familiar with the instruments of the percussion family.



Time needed

30-35 minutes



Materials

- Pyotr Ilyich Tchaikovsky: “Act II Tableau 3: Divertissement: Russian Dance” from *The Nutcracker* on Naxos
- Dmitri Dmitriyevich Shostakovich: “Polka: Allegretto” from *The Golden Age Suite* on Naxos
- Benjamin Britten: “Variation M [Percussion]” from *The Young Person’s Guide to the Orchestra* on Naxos
- Benjamin Britten: “Fugue: Allegro Molto” from *The Young Person’s Guide to the Orchestra* on Naxos
- DSO Kids website with audio samples of tambourine, xylophone, bass drum, gong, timpani, snare drum, cymbals, and chimes: <https://www.mydso.com/dso-kids/learn-and-listen/instruments>
- Instrument cards
- Paper and pencils
- Map of orchestra

LESSON #2 : THE PERCUSSION FAMILY

Procedures:

1. Introduce the instruments of the percussion family using the instrument cards. Play the corresponding audio samples of each instruments from the DSO Kids website.
2. Write the following questions on a board and have the students answer them for each audio sample: High or low? Loud or soft? Does the instrument play different pitches, or just one?
3. Play the recording of Tchaikovsky's *Russian Dance* (0:00-1:05; 0:40-1:05). Listen carefully to the following excerpts: (0:12-0:22; 0:40-1:05). Ask the students what instrument they think they are hearing and why. (Answer: Tambourine)
4. Play the recording of Shostakovich: *The Golden Age Suite*, Op. 22a - III. Polka: Allegretto and ask the students to listen for percussion instruments. Do they hear a percussion instrument stand out? (Answer: Xylophone)
5. Play the excerpts from Britten's *The Young Person's Guide to the Orchestra*. Have the students write down a list of the instruments they hear. Have students volunteer to share their list and describe the sounds of each instrument. Did the instrument play high/low, loud/soft, fast/slow? How did the music make them feel?

Assessment

- Show the students a map of the orchestra, and point out where the percussion family is placed. Ask the students why they think the percussion family is placed in the back of the orchestra, based on what they know about percussion instruments. Explain that while the conductor stands in front of the orchestra and motions to help the musicians stay together, the rhythms played by the percussion in the back help the orchestra stay together as well.

LESSON #3: EVERYDAY PERCUSSION

Music Resources

Listening Excerpts on <http://www.naxosmusiclibrary.com> under playlists.

Overview of Lesson #3



Standards

Music Standards:

- 4.1.3 Create and demonstrate a composition using a variety of sounds. (KINDERGARTEN)
- 5.1.1 Interpret and perform iconic notation for beat and no beat. (GRADE 1)

Common Core:

- CCSS.MATH.CONTENT.K.G.A.1- 2 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.



Objectives

- Students will be introduced to music composition.
- Students will learn that percussion instruments can be made from everyday objects and their own bodies.
- Students will become familiar with cymbals, both visually and aurally.



Time needed

20-25 minutes

Materials



- Cardstock or paper in different colors
- Scissors
- Pyotr Ilyich Tchaikovsky: "Finale: Allegro con fuoco" from *Symphony No. 4 in F Minor* on Naxos
- Steve Reich: *Clapping Music* on Naxos

LESSON #3: EVERYDAY PERCUSSION

Procedures:

1. Cut out in different colors of paper: three circles, three squares, and three triangles.
2. Listen to *Clapping Music* by Steve Reich as a class. Explain to the students that they can make percussion sounds with our own bodies—they are the instruments! Have the students clap their hands, rub their hands together, and stomp one foot.
3. Assign one body percussion sound to each shape (circle = clap, square = stomp, etc.).
4. Arrange the shapes in a row on the board, and have the students make the sounds based on the “composition.” Rearrange the shapes a few times and guide the students in following the order.
5. Allow a few volunteer students to rearrange the shapes as well. Have students describe the changes they make to the pattern (e.g. “I moved the circle in front of the triangle/I put the triangle after the square”).
6. When the students are comfortable with the movements, have them perform the percussion movements to a steady beat; point to the symbols to change the movement. (Optional: Older students may be able to perform two patterns at once! Split the classroom in two and try to perform two patterns simultaneously.)

Assessment

- Listen to Tchaikovsky’s *Symphony No 4 in F Minor* “Finale: Allegro con fuoco” with the students, and have them listen for the cymbal and the bass drum. Ask the students which of their body percussion movements is most like the crashing cymbals (Answer: Clapping). Did any of their body percussion movements remind them of percussion instruments? Perhaps stomping reminds them of the thump of the bass drum, etc.

TEACHER RESOURCES

Timpani



Xylophone



Cymbals



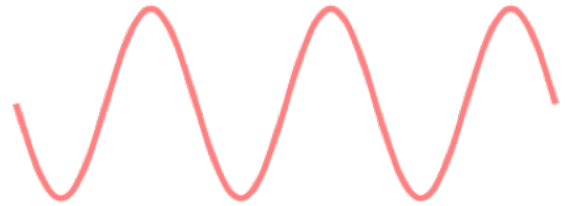
Singer



TEACHER RESOURCES

Lesson 1: Science of Sound Handout

- Sound is a **VIBRATION**, or **WAVE** in the air.
- Did you know that your ears have drums? Your eardrums move with the sound waves, like ripples of water, which is how you can hear.
- When an object vibrates, the vibration shakes the air to make sound waves. Try tapping a table or hitting a drum. Sometimes you can't see the object shaking, but you can hear it!



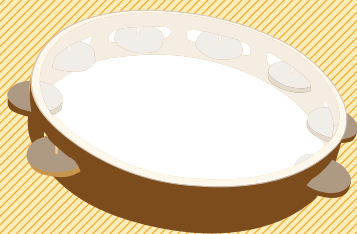
Let's Experiment!

- Place a ruler on a table with most of it sticking beyond the edge. Hold it down firmly with one hand and pluck the open end.
- Did you hear a noise? Do you see the ruler vibrate?
- Try shortening the part of the ruler over the edge of the table and pluck again. Does it sound different? Why do you think it sounds different?



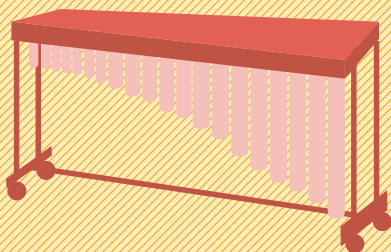
TEACHER RESOURCES

Lessons 2 & 3: Instrument Fact Cards



TAMBOURINE

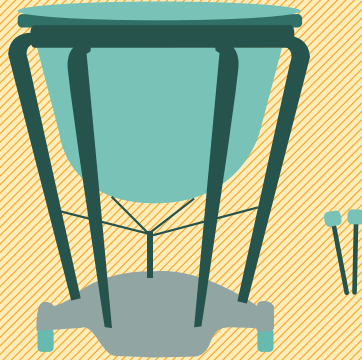
- The tambourine is made with a wooden frame and usually has a drumhead stretched across the top.
- Small jingles are set into the frame of the tambourine.
- The tambourine is played by shaking or striking the drumhead with hands.



XYLOPHONE

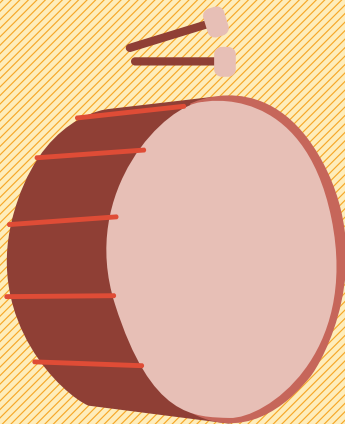
- The xylophone is made of wooden bars which are set on a metal frame. The xylophone is like a piano keyboard with lower-sounding bars on the left and higher-sounding bars on the right.
- The xylophone is played by striking the bars with mallets.

Lessons 2 & 3: Instrument Fact Cards



TIMPANI

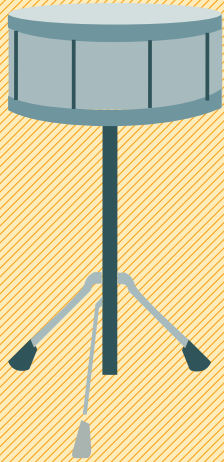
- The timpani is a type of drum that consists of animal skin stretched over a large copper bowl.
- The timpani is played by striking the head with a mallet.
- Timpani are also sometimes called kettledrums.



BASS DRUM

- The bass drum is one of the largest and lowest-sounding drums in the orchestra.
- The bass drum is played by striking on its sides with a beater or mallet.

Lessons 2 & 3: Instrument Fact Cards



SNARE DRUM

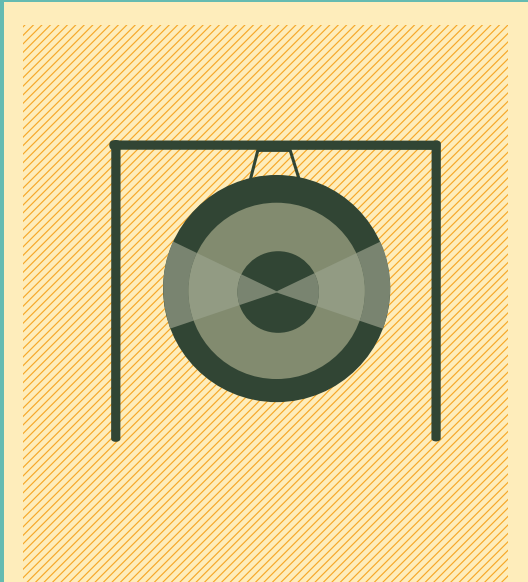
- The snare drum is made of wood or metal, with metal wires called “snares” that are stretched across the bottom of the drum.
- The snare drum is commonly used in drumlines and parades.



CYMBALS

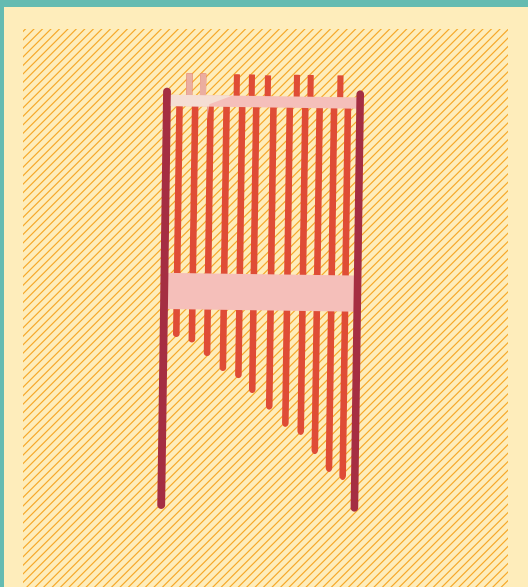
- The cymbals consist of two large brass plates.
- The cymbals are played by crashing the two plates together.
- Larger cymbals produce lower sounds, and smaller cymbals produce higher sounds.

Lessons 2 & 3: Instrument Fact Cards



GONG

- The gong is a very large brass plate hung by a rope.
- The gong is played by hitting the plate with mallet.
- Larger gongs produce lower sounds, while smaller gongs produce higher sounds.

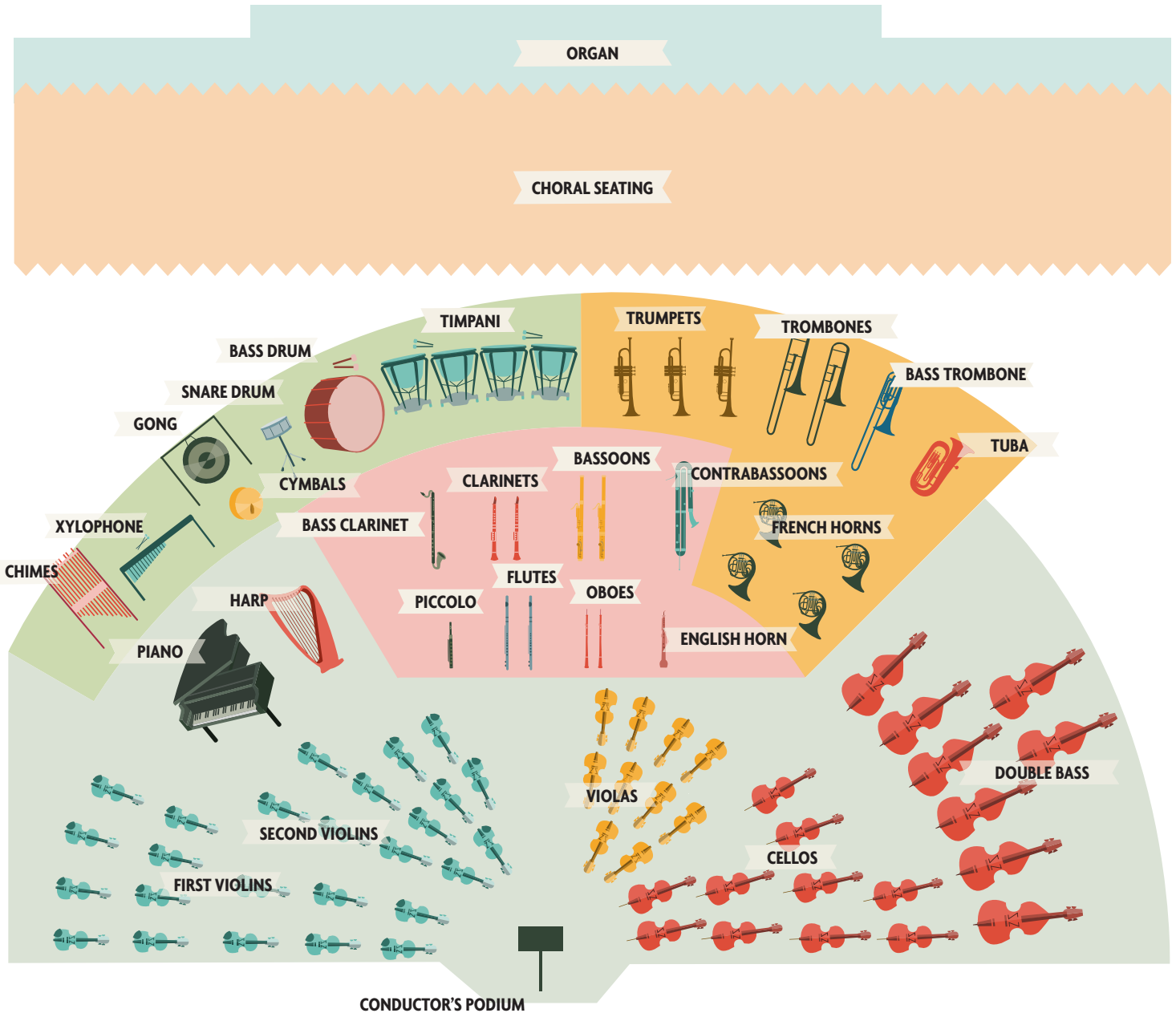


CHIMES

- The chimes consist of large metal tubes hung from a metal frame.
- Just like the xylophone and the piano keyboard, the chimes are hung with the lower-sounding tubes on the left and the higher-sounding bars on the right.
- The chimes are played by striking with a mallet.
- The tubes that are longer in length produce lower pitches, and those shorter in length produce higher pitches.

TEACHER RESOURCES

Lesson #2: Map of Orchestra



WOODWIND FAMILY



BRASS FAMILY



PERCUSSION FAMILY



STRING FAMILY

PRE-CONCERT SURVEY

Name: _____

Date: _____

School: _____

1. Have you been to a concert before at Schermerhorn Symphony Center?

a. Yes

b. No

2. Do you play an instrument? If so, which one?

a. No

b. Yes, I play the _____

3. What is your favorite percussion instrument? _____

4. Describe the parts of your favorite percussion instrument: _____

POST-CONCERT SURVEY

Name: _____

Date: _____

School: _____

1. Did you enjoy the concert?

- a. Yes
- b. No

2. What was your favorite percussion instrument to watch and listen to during the concert?

3. Did you learn anything new during the concert? If so, what?

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